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ABSTRACT

Provided in the booklet are descriptions of 24 teacher-developed games and activities designed for use with handicapped children. Information on each activity includes name, target population, contributor, objectives, materials needed, directions for making, and procedures for use. Some of the games offered are the "Food Chain" to increase educable mentally retarded and learning disabled students' visual memory, "Number Tacks" to teach the trainable mentally retarded student number concepts, and "Trick or Treat" to give the EMR student practice following directions. Illustrations are given for some activities. (SBH)

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TEACHER-MADE MATERIALS

The games and activities in this booklet were contributed by the fantastic teachers in our six-county service area. They were found to be highly effective by the teachers who contributed them so we in turn would like to share them with you.

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NAME: FOOD CHAIN

This game was found effective in a class of:

Elementary EMR and SLD Students

It was contributed by:

Dottie Arthur, Dunnellon Elementary, Marion County

Objectives:

To increase the student's visual memory and teach him how plants and animals are linked together by their need for food.

Materials needed:

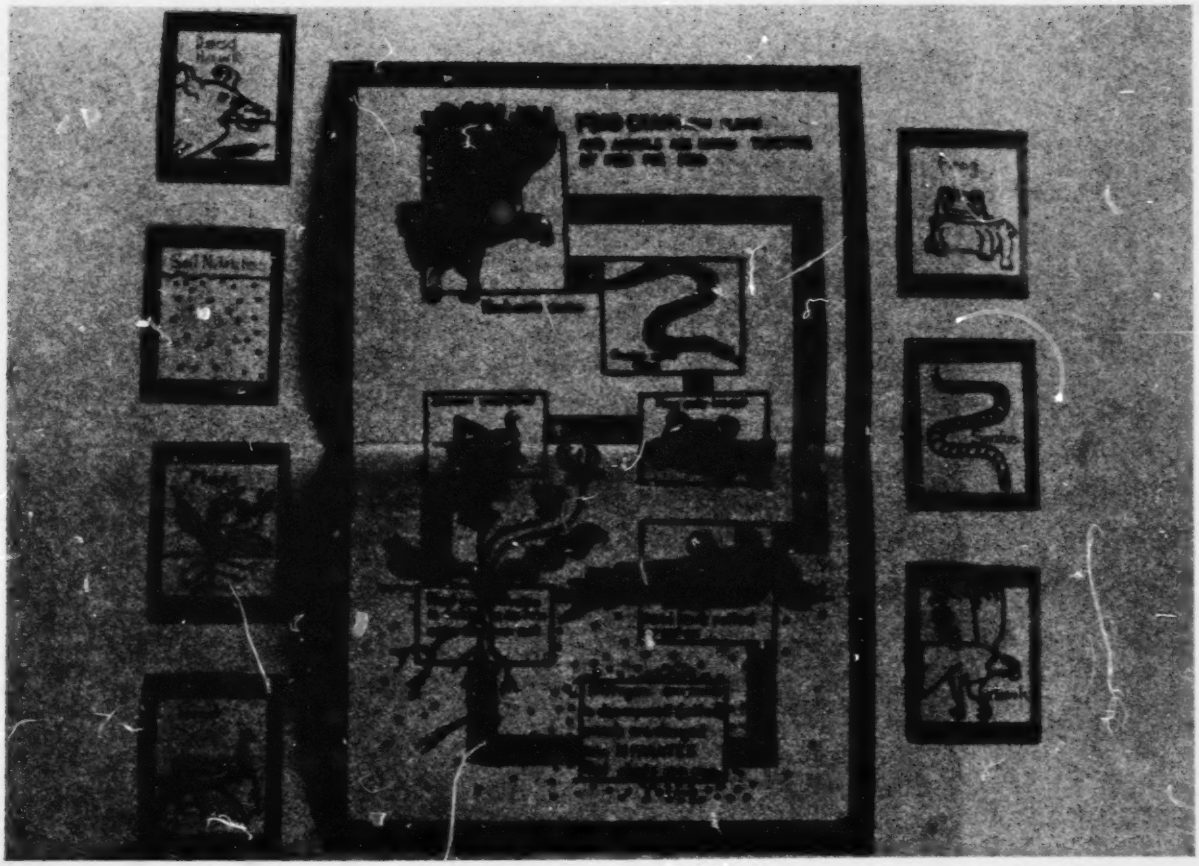
Construction paper, felt tip markers or crayons

Directions for making:

Draw the gameboard illustrated on the following page on a sheet of construction paper (12" X 18"). Cut thirty-five 3" X 4" cards out of construction paper. Illustrate the following on five cards for each: dead hawk, soil nitrates, plants, insect, frog, snake and hawk. Laminate game board and cards for durability.

Procedures for use:

Shuffle cards and deal seven cards to each player, one at a time. Place remaining cards face down on the table. Players may study the game board, then place it face down on the table. The first player draws card off top of deck. He may keep the card or put it face up next to deck. If he should keep the card he must discard one from his hand. (Players should always have 7 cards). The next player may either pick up the card lying face up or pick one from the deck. He must then put one card in the discard pile. The play continues until a player has 1 of each member of the food chain. He says "Food Chain" and the play stops while this player arranges his cards in a food chain circle on the table. The player turns the gameboard face up to check if he has his cards in the right order. If the player is correct, he is the winner; if he is not correct he is out of the game. The play continues until someone else says "Food Chain" and wins.



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NAME: SPIDER WEB

This game was found effective in a class of:

Elementary EMR Students

It was contributed by.

Marian Page, East Marion Elementary, Marion County

Objectives:

To teach consonant sounds in isolation. To reinforce the skill of making and reading words using the short vowel sounds through the use of consonant substitutions. To give familiority with word families.

Materials needed:

Poster board, black felt tip marker, construction paper, tin can, and markers for each player.

Directions for making:

Draw the spider and his web (illustrated on next page) on a 14" X 14 1/2" piece of poster board. Also write in the unfinished words and blanks for missing consonants. On one inch cards print every consonant in the alphabet once (except q,v, w,x,y, and z). Make six for each of the more common consonants (b,d,h,m,n,p,r,s,t). Laminate game board and cards for durability.

Procedures for use:

Two to eight players can play the Spider Web game. All the markers are placed on the spider to start. Each player has his own spider path. The first player reaches into the coffee can filled with the letter cards and picks one out (without looking, of course). He moves to the first space on his spider path. He must try to say the word in the first space using the letter he picked out of the can. For example, the student picked the letter "b" and his unfinished word is _ag. Bag is a word so he can stay where he is. If the student can not say the word or if the letter he picked does not make a word he must go back one space on the spider path. The first player out of the web is the winner.

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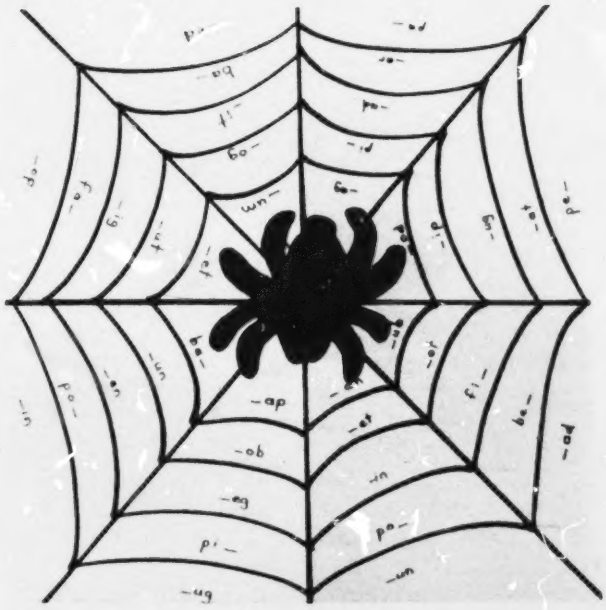

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NAME: BEGINNING, MIDDLE AND END TRAIN

This game was found effective in a class of:

Elementary students with speech deficiencies

It was contributed by:

Marilyn Woody, Hernando County Schools

Objectives:

To teach concept of beginning (first), middle, and end (last) through visual representation.
To teach recognition of initial, medial, and final phonemes in words.

Materials needed:

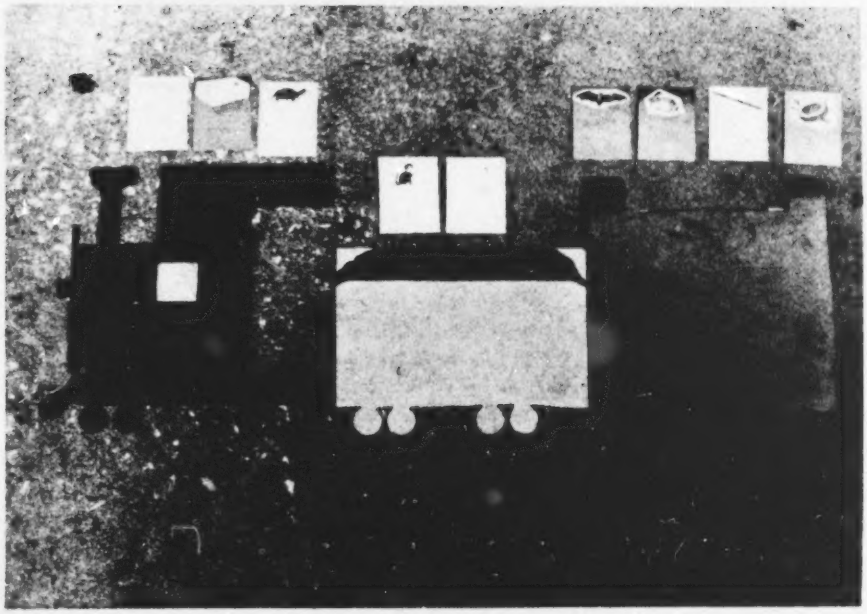
Poster board (black, green, and red), small pictures, and black felt tip marker.

Directions for making:

Make train out of poster board; you need a black train engine, (14 1/2"X13 1/2") a green (or any other color) coal car, (12 1/2"X9 1/4"), and a red caboose (13"X12"). Make a pocket in the top of each train car on the back to allow picture cards to be placed in appropriate position. Picture cards should be cut 3" X 4". Cut small pictures for different phonemes in the initial, middle and final positions. For example, for the phoneme "t" you might have a picture of a tub, a kitten, and a cat. Paste the picture at the top of the card.

Procedures for use:

Hand the child a picture card of a word with the phoneme you are working on. The child puts the picture in the slot of the correct train car position.



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NAME: MR. TURTLE ANTONYM GAME

This game was found effective in a class of:

Elementary SLD Students

It was contributed by:

Peg Williams, South Ocala Elementary, Marion County

Objectives:

The student will be able to give a word with opposite meaning from the one he lands on as he precedes around the game board.

Materials needed:

One piece of colored construction paper (12 1/8" X 18"), one piece of white paper (no smaller that 15 3/4" X 10"), felt tip markers, one library pocket, four strips of construction paper cut (2" X 6"), and a 1" X 1" block of wood.

Directions for making:

Draw and cut out the shape of a turtle--looking at it from the side. Make the trutles shell about 8 1/2" high. Glue the turtle to the larger piece of colored construction paper. Mark off thirty-two spaces on the turtle's shell in a zig zag pattern from the right bottom corner to the left top corner of the shell. Fill in the spaces starting with the right bottom corner with the following words and numbers:

dead	1	public	1
care	4	find	2
early	2	broad	3
join	3	question	1
distance	4	ugly	3
nobody	1	noisy	4
strong	3	loss	3
rest	2	late	2
chuckle	1	dull	4
half	4	disease	1
chance	2	forget	2
straight	3	many	4
punish	1	open	4
clear	2	vanish	2
poor	4	strange	1
joy	3		

In the last space draw a sun or a smiling face and label it "Winner".

Next, the spaces need some color coding. For the words with a 1 beside them make a green circle in that space; for the words with a 2 make a red circle; for the words with a 3 make an orange circle; and finally, the words with a 4 make a blue circle. Outline the track or spaces with a felt tip marker. Place a large dark arrow at the beginning of the track so the students will know where to start. Make Mr. Turtle colorful and classy. Maybe put a hat on his head with a feather stuck in the

headband.
On the four strips of paper cut in 2" X 6" lengths print the following words:

List #1	List #2	List #3	List #4
cry	travel	weak	nearness
alive	certainty	winding	whole
celebrity	late	seperate	neglect
reward	lose	narrow	wealthy
private	hazy	gain	still
familiar	remember	sorrow	sharp
healthy	early	pretty	many
reply	remain		shut

Print the words on each list with a felt tip pen the color indicated. Tape the library card on the back of the game board for the strips to be stored in when the game is not being used. On a one inch cube write only the numbers one, two, or three on the six sides.

Procedures for use:

The students take turns rolling the die, moving the indicated number of spaces (either a 1,2, or 3), reading the word they land on and giving a word of opposite meaning. The teacher may let the students look at the strips to help them find their answer or she may just want the list to be a check.

NAME: NUMBER TACKS

This game was found effective in a class of:

Elementary TMR Students

It was contributed by:

Gloria Pentz, 571 By-Pass School, Hernando County

Objective:

To teach number concept.

Materials needed:

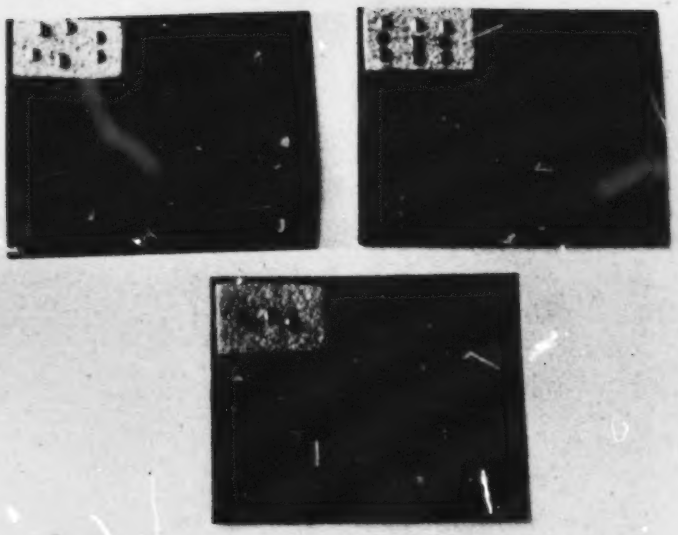
Posterboard, plastic string (plexon) and small beads (optional), stiff cellulose sponge, felt tip pen, and thumb tacks.

Directions for making:

Cut ten 9 1/2" X 7 1/2" pieces of posterboard. Print a number from one to ten on each card and either draw the same number of dots or string the same number of beads on the cards. On the top of each piece glue a piece of sponge (approximately 2" X 3"). Stiff sponge works best.

Procedures for use:

Have the student count the number of dots or beads. Read the number. (If you use the stick on numbers, or numbers cut out of sandpaper, etc., the student can also feel the shape of the number.) Finally, the student must put the correct number of tacks in the sponge.



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NAME: "a" SNAPPY ACTIVITY

This game was found effective in a class of:

Elementary EMR Students

It was contributed by:

Marian Page, East Marion Elementary, Marion County

Objectives:

To make the student more aware of the "a" sounds. To reinforce the reading of words, phrases and sentences when given verbal clues. To teach following directions.

Materials needed:

Poster board, black felt tip marker, one die, and three markers (preferably a small cat, calf, and a lamb but any markers will do).

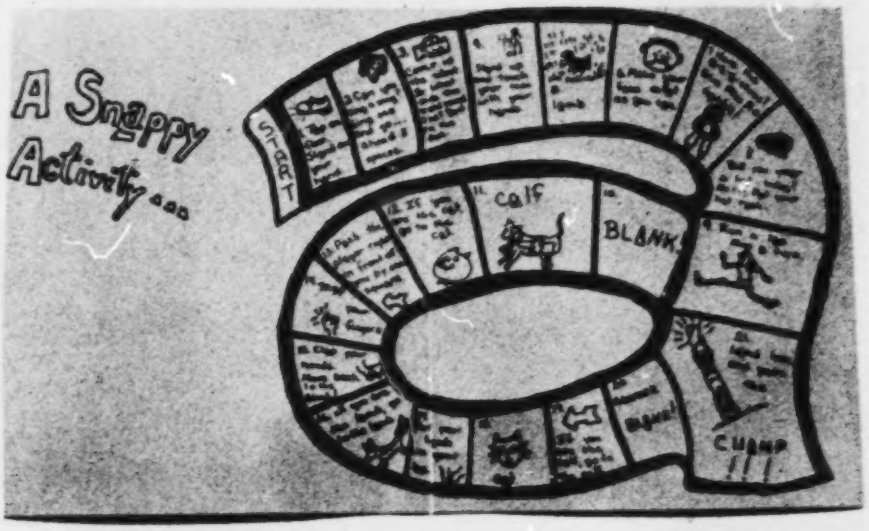
Directions for making:

Draw a large old english lower case "a" on a 14 1/2" X 24" piece of poster board. Mark off twenty-one spaces and print the directions in each space found on the enlarged illustration on the following page. Also draw and color the pictures for each space on the game board.

Procedures for use:

This is a game for three players.

1. Place cat, calf, and lamb at START. Players take turns. Move the same number of squares as number on the die.
2. Follow the numbers in the boxes as you travel around the a.
3. Follow the instructions, if any, in the box you land on. If you are to clap, clap, and so on.
4. If you land on a box with another player in it, send that player back to start.
5. The winner must roll the die the exact number needed to land on box 21.


A Snappy
Activity
calf
BLANK
CHAMP

NAME: "e" ON THE END

This game was found effective in a class of:

Elementary EMR Students

It was contributed by:

Marian Page, East Marion Elementary, Marion County

Objectives:

To reinforce the magic "e" rule--if word ends in "e" the vowel says its name. To reinforce reading ability. To teach following directions.

Materials needed:

One piece of poster board, felt tip markers, a die, and assorted bottle caps or any other markers for each student.

Directions for making:

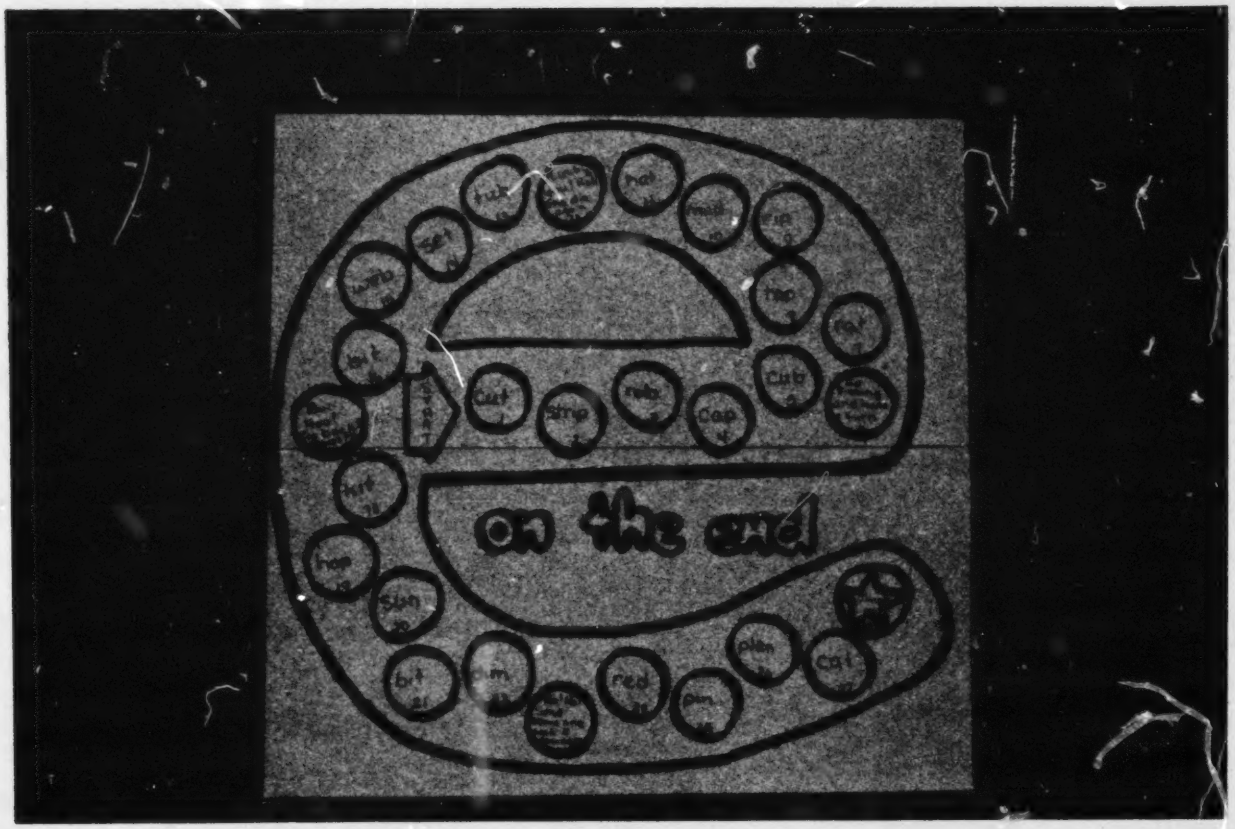
Draw a large gothic lower case "e" on a 14 1/2" X 14" piece of poster board. Make twenty-eight circles around the game board. Print the word or directions and the number in each circle that are listed below:

cut 1
strip 2
rob 3
cap 4
cub 5
go fishing and miss one turn 6
rat 7
tap 8
rip 9
mad 10
hat 11
Lucky you! Roll the die again. 12
tub 13
set 14
web 15
bit 16
Boo hoo! Go back 3 spaces 17
kit 18
hop 19
sun 20
bit 21
dim 22
Ha! Ha! Send someone back 5 spaces 23
red 24
pin 25
plan 26
cat 27
finish 28

Procedures for use:

1. Roll the die and move that number of spaces.
2. Read the word you land on aloud. If you can change the word by adding silent e on the end, say the new word you have made and stay where you are.
3. If the word cannot be changed, move backward until you can make a new word.
4. If you land on a space with another player, send him backward one space.

5. Follow directions on all spaces and play until a player reaches the finish. You may continue playing to determine second, third, etc. place.



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NAME: COMBINATION PROCESS GAME

This game was found effective in a class of:

Elementary and middle school SLD students

It was contributed by:

Peg Williams, South Ocala Elementary, Marion County

Objectives:

To give the student practice in responding to the basic addition, subtraction, multiplication and division facts.

Materials needed:

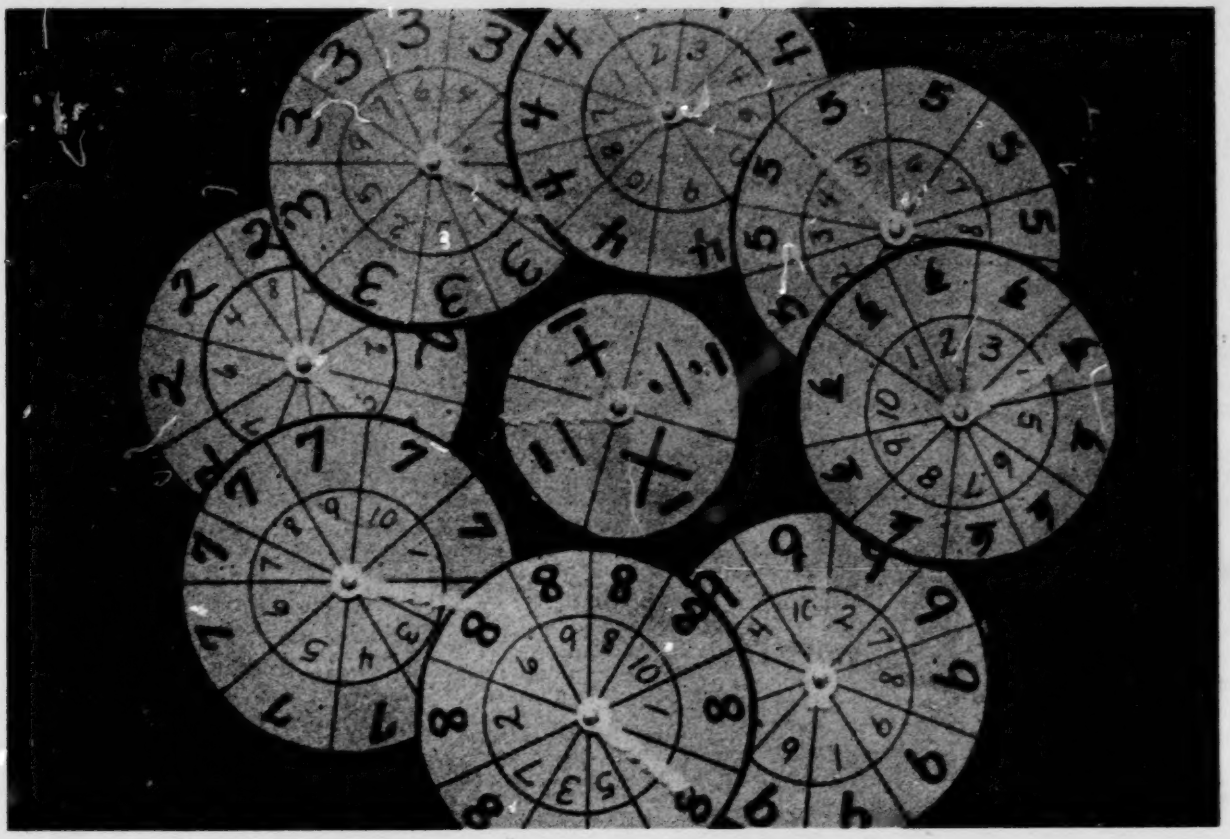
Poster board, black felt tip marker, 9 washers, 9 plastic fasteners and 9 brads.

Directions for making:

Cut out eight circles (approximately 7" in diameter) out of poster board. Make one smaller circle (approximately 5 1/2" in diameter). Divide the larger circles into 10 pie shaped sections. Draw a smaller circle inside each large circle (approximately 4" in diameter). In each of the ten pie shaped sections of the inner circle--write a number one through ten. In the area left between the inner circle and the outside of the circle you are working on--write the same number in each pie shaped section. For example--you will have a #6 circle. Attach a spinner to each (using 1 washer, 1 plastic fastener, and 1 brad). Divide the one small circle into four pie-shaped sections. Put one of the four basic mathematical operations sign in each of the sections. Attach spinner to circle.

Procedures for use:

1. Player spins large wheel of number facts.
2. Player spins process wheel.
3. Player does problem mentally within a specified time limit (time to be fast enough to do away with "finger" counting).
4. One point for every correct answer within time limit. Only the first answer is accepted.



NAME: VISUAL MEMORY AND SEQUENCING BEADS

This activity was found effective in a class of:

Elementary SLD students

It was contributed by:

Randee Winterbottom, Williston Elementary, Levy County

Objectives:

Student will be able to recall and reproduce patterns of various lengths after being shown a stimulus card for ten seconds.

Materials needed:

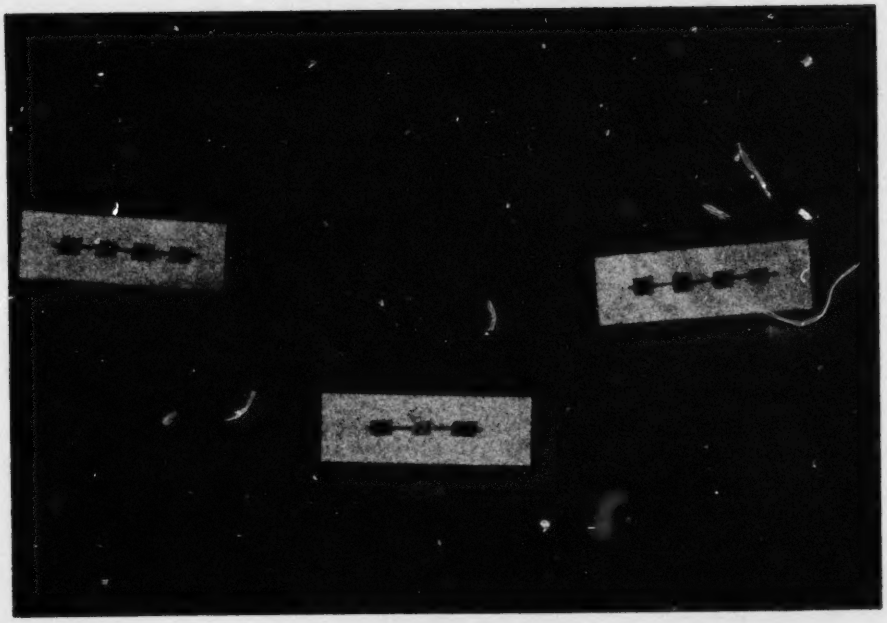
Mueller's rigatoni noodles (a macaroni product), blue, red, yellow, and green permanent markers, several foot lengths of black string and white construction paper cut into 6" X 2" lengths (approximately twenty).

Directions for making:

Color with permanent markers about forty rigatoni noodles (ten green, ten yellow, ten red, and ten blue). On the white cards draw and color small rectangles the likeness of the rigatoni noodles. Start off with cards having three noodle representations building up to cards with seven noodle representations. Connect these representations with a black marker to make them look like they are strung together.

Procedures for use:

Place several colored noodles and a string in front of each student. Show the stimulus card for ten seconds and take it away. The student must then make the exact pattern with his noodles and string.



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NAME: ROTTEN EGG

This game was found effective in a class of:

Elementary Speech, Hearing and Language Development Students

It was contributed by:

Carol Dixon, Webster Elementary, Sumter County

Objectives:

To reinforce a particular sound being taught, to individual students.

Materials needed:

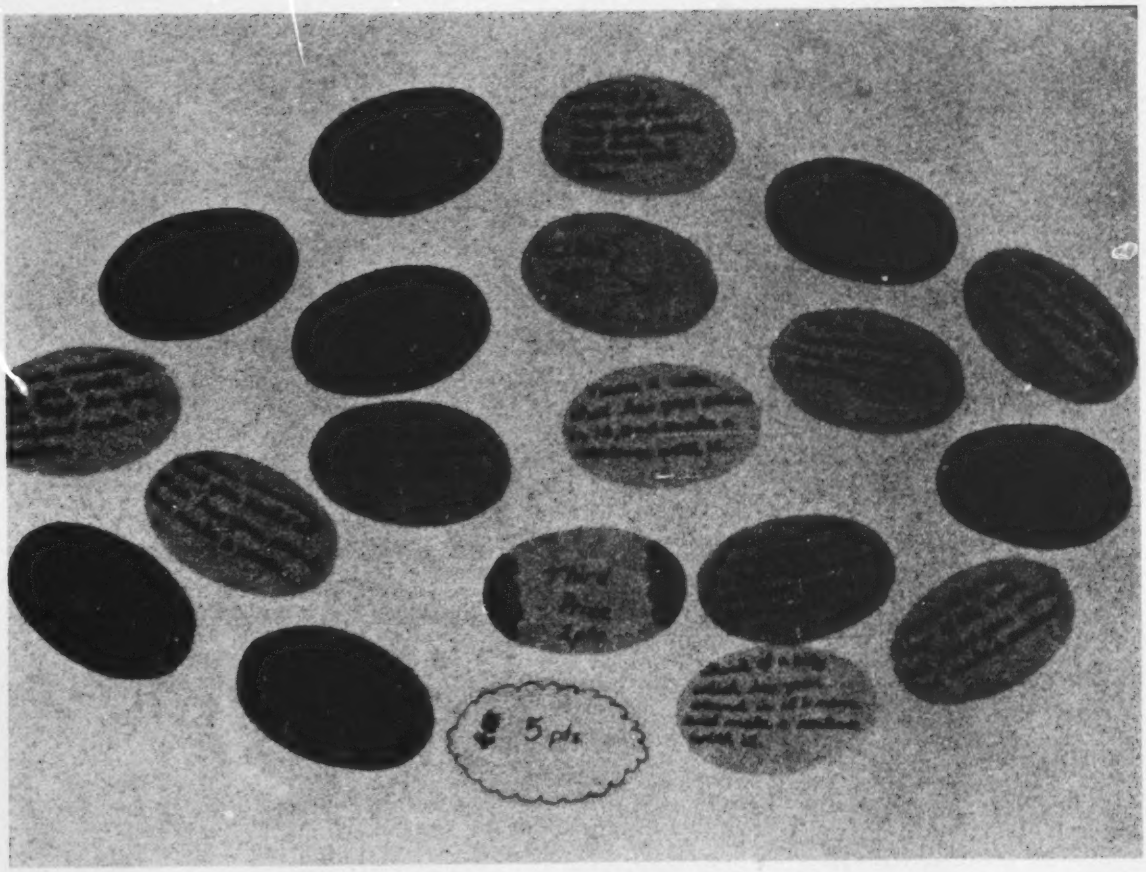
Construction paper, and various colored felt tip markers.

Directions for making:

Cut twenty oval (egg-shaped) pieces of construction paper. (4 1/2" X 3") Print a direction on each egg to be followed by individual players. For example, "Think of two names that have your sound and make a sentence with each of them". Laminate the eggs for durability.

Procedures for use:

Students will draw a card, read, and follow directions. If unable to follow directions, they will return their egg to the bottom of the pile. After all the eggs are gathered the student having the largest number of eggs is the winner.



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NAME: VOWELS RACE

This game was found effective in a class of:

Elementary SLD students

It was contributed by:

Randee Winterbottom, Williston Elementary, Levy County

Objectives:

Given picture cards the student will be able to move to the closest vowel letter representing the vowel sound heard in the picture word and to give another word with the same vowel sound.

Materials needed:

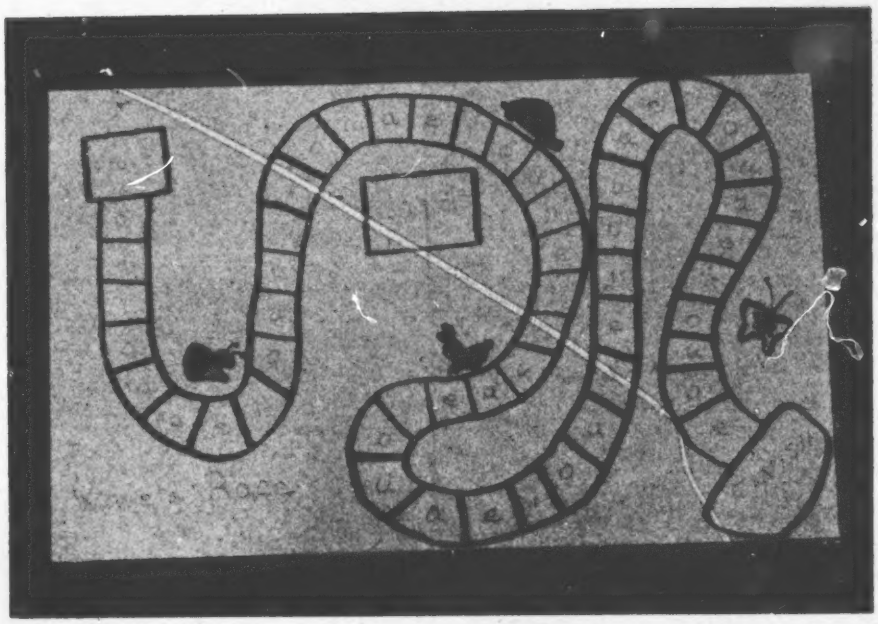
One piece of poster board (20 1/2" X 12 1/2"), cards (2" X 3"). out of construction paper, and various colored felt tip markers.

Directions for making:

On the piece of poster board draw a winding path (1" to 1 1/2" wide). At the beginning of your path draw a larger area and label this area "start". Do the same for "finish". Mark off 52 spaces all along the winding path. In the first space print the letter a; the following four spaces will complete the sequence a,e,i,o,u. Start the sequence over again and continue till all the spaces are filled. You should end with an "e". Designate a place for cards with a 2" X 3" rectangle somewhere on the board. Decorate your board to make it more appealing to the students. Maybe draw a snail, turtle, rabbit, and butterfly (in that order) along the outside of the path. At least forty of your 2" X 3" cards should be pictures. You need pictures representing words for all the vowels both long and short. About six of your 2" X 3" cards should have directions such as, go back to the nearest "i", miss one turn, etc.

Procedures for use:

One student starts by taking a card off the top of the pile. He must then name the picture word, vowel sound heard (short or long) and move his man to the closest vowel letter representing that sound. The student must give another word with the same vowel sound. Each student continues to move his man around the board until one student reaches the goal. The first one to reach the finish is the winner.



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NAME: CRISSCROSS MATH

This activity was found effective in a class of:

Elementary and middle school SLD students

It was contributed by:

Peg Williams, South Ocala Elementary, Marion County

Objectives:

To provide repetition of basic multiplication facts and basic addition and subtraction facts. The student will also have practice in directionality and eye tracking skills.

Materials needed:

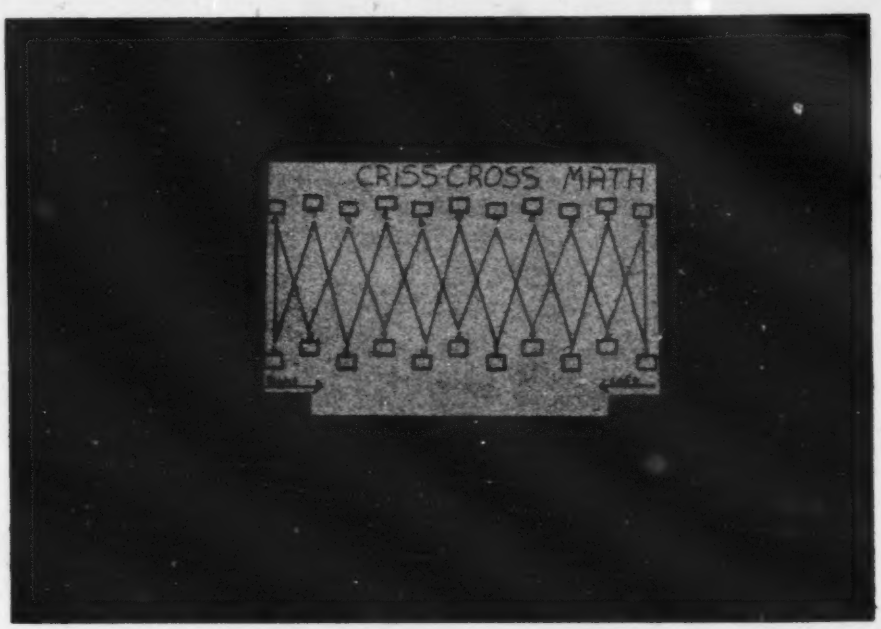
Poster board, three library pockets, construction paper, and black, red, and green felt tip markers.

Directions for making:

Cut one piece of poster board 10 1/2" X 7". Draw in the lines, diagonals, rectangles, and numbers found on the following page on the front of the board. The straight lines drawn between the zero and six and the five and three are black. The diagonal line starting with the six, moving up and down to the right, and finally ending with a three is a green line. The diagonal line starting with a zero, moving down and up to the right, and finally ending with a five is a red line. Each rectangular box at the top of each number should be the same color as the corresponding diagonal. On the back glue three library card pockets and label one addition, one subtraction, and one multiplication. Make twelve 2 1/2" X 3" cards. Copy the directions and numbers found on the next page on to the small cards. The answer cards with the directions left three or right six should be written in green marker. The answer cards with the directions right zero or left five should be written in red.

Procedures for use:

Player begins with either 0,6,5, or 3 according to the directions on the card he chooses. Follow diagonal lines according to color and direction (left or right). Answer cards indicate color, direction, and process. Follow the diagonal lines, multiplying, (adding or subtracting) each number by the one that follows. Example: 0 X 8, 8 X 4, 4 X 9. Each answer correctly given earns one point for the player. Answers are marked on the game board with grease pencil and wiped clean after checking. (Place answer cards back into pocket of card)



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NAME: HIDDEN NUMBERS

This activity was found effective in a class of:

TMR Students with speech deficiencies

It was contributed by:

Joyce Mills, Hillcrest TMR School, Marion County

Objectives:

Aid students in visual discrimination and increased recognition of the numbers 1-10.

Materials needed:

Worksheets for each child (or transparencies, or each worksheet laminated), pencils, and crayons.

Directions for making:

Run spirit masters or transparencies from the ten master copies or laminate the master copies.

Procedures for use:

Locate a larger number and smaller numbers hidden on each page. Color each picture.

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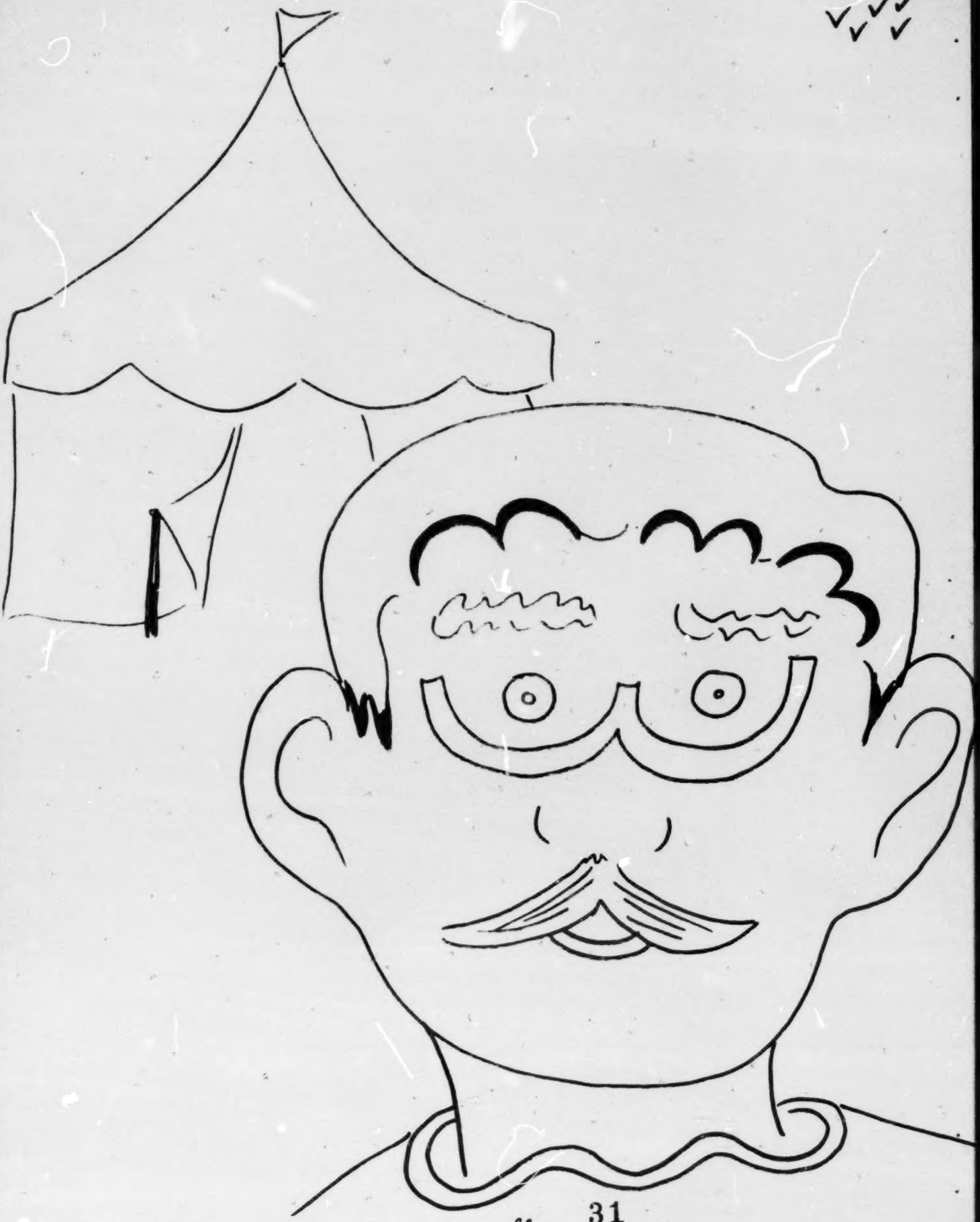

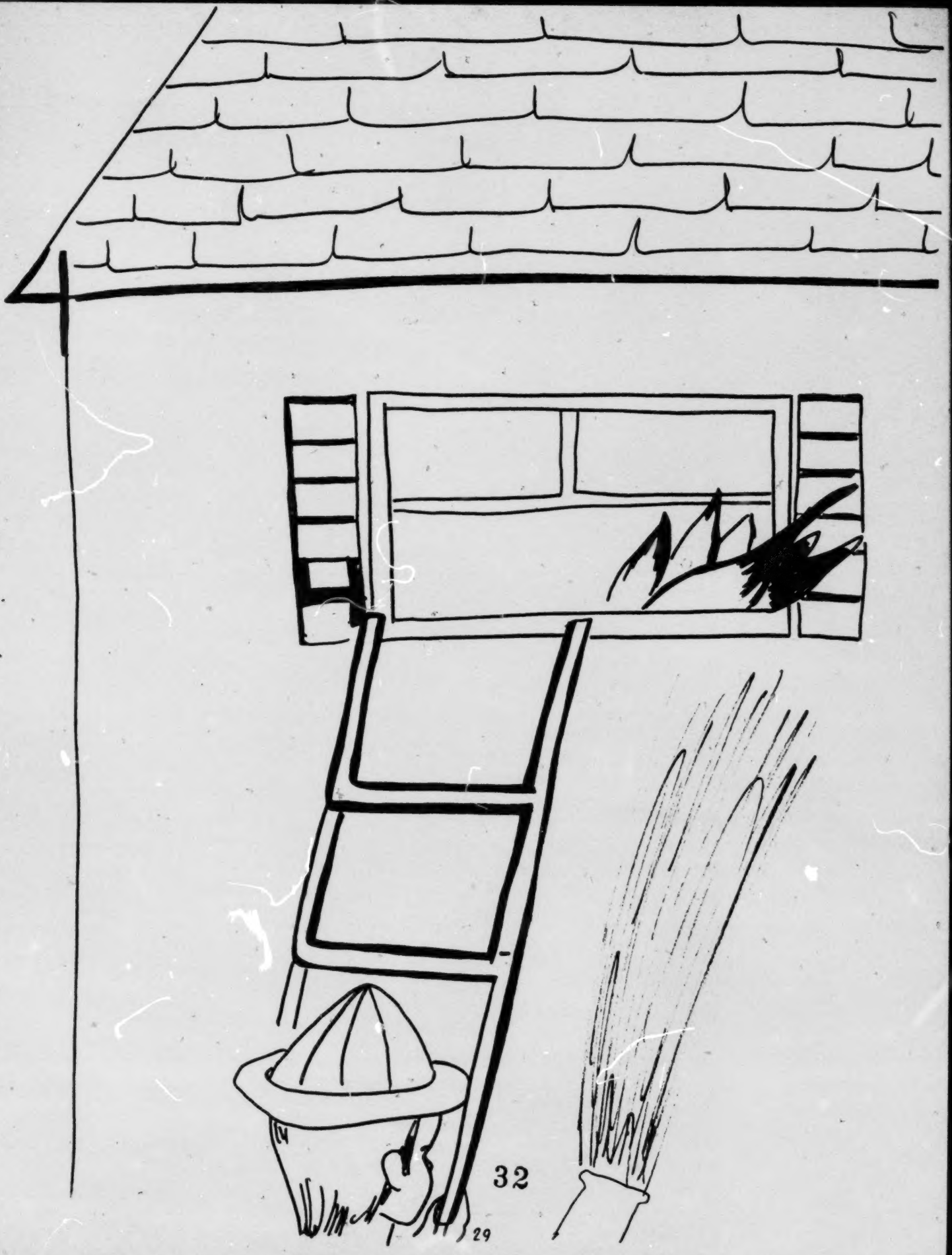
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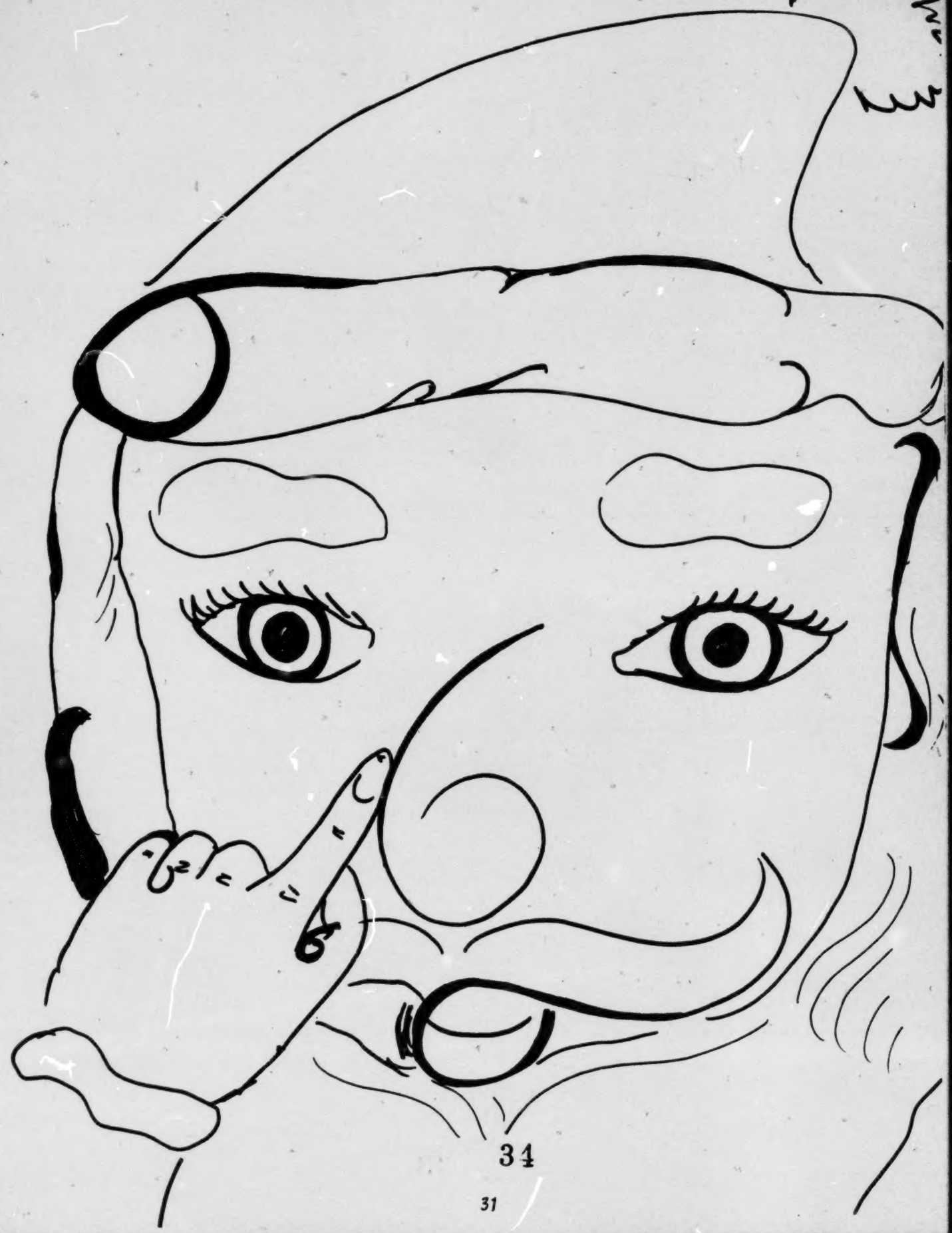
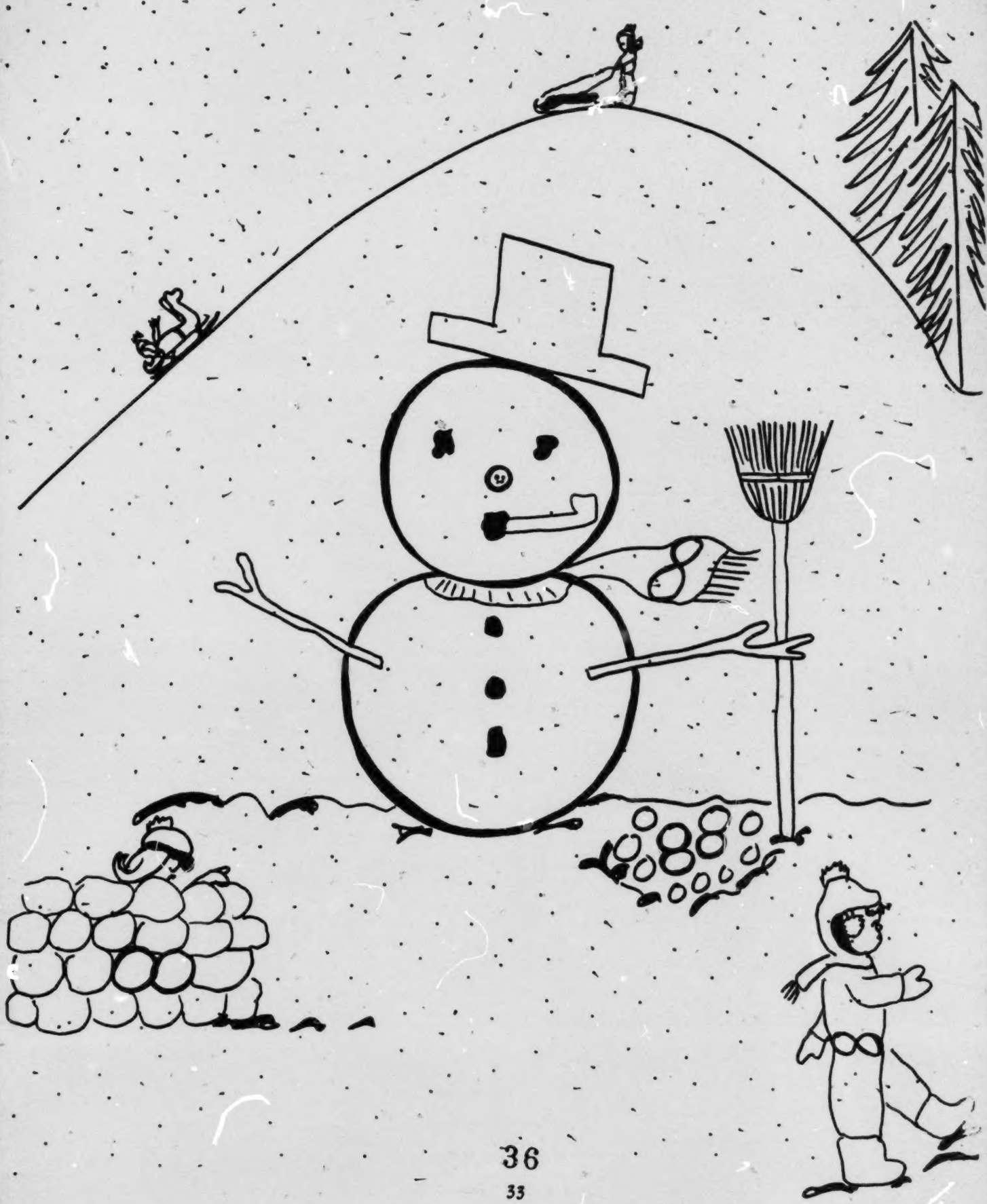
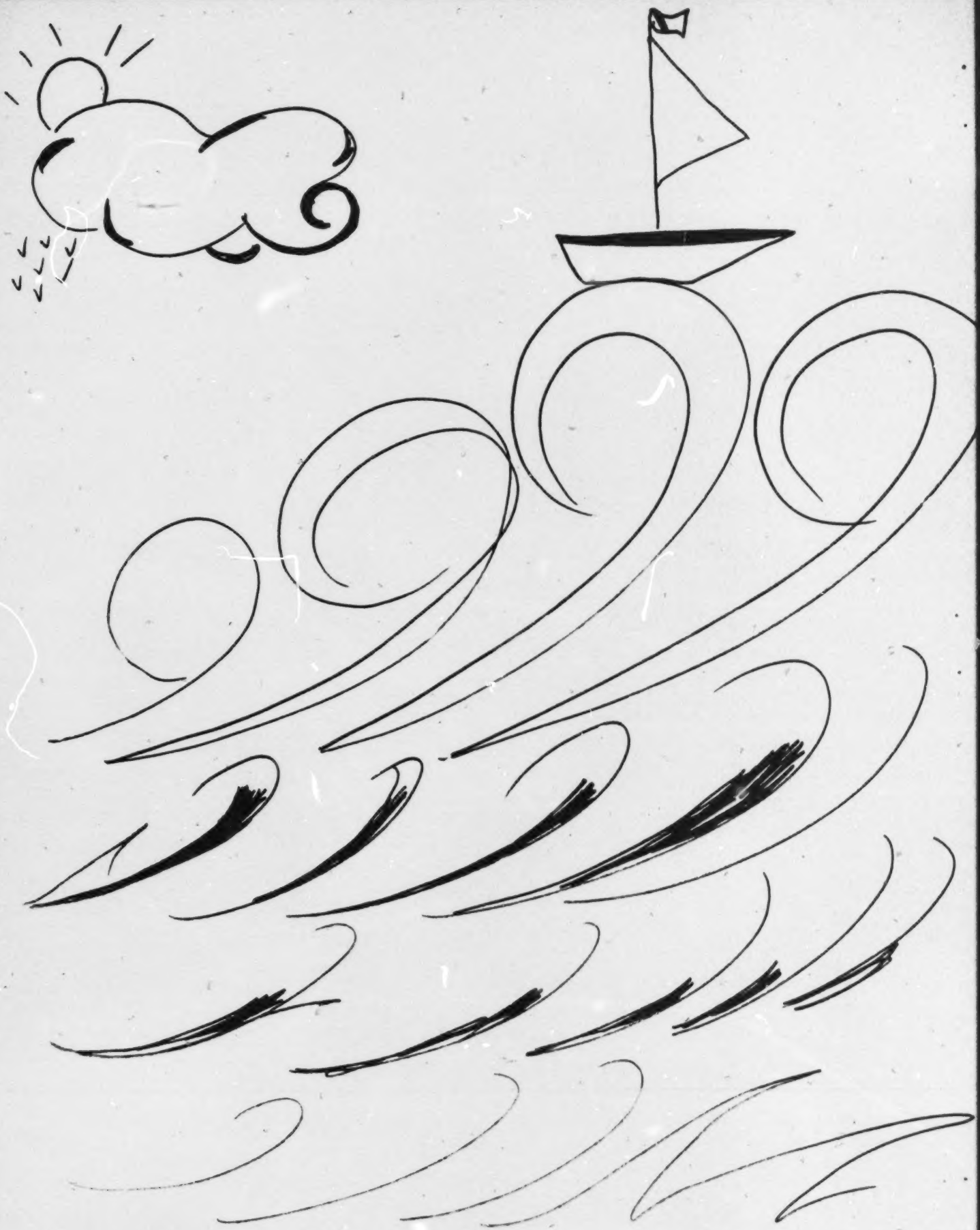






NAME: COMIC STRIPS

This activity was found effective in a class of:

Elementary EMR students

It was contributed by:

Susan Gordon, Inverness Primary, Citrus County

Objectives:

The student must look at three related pictures and put them in the correct sequence.

Materials needed:

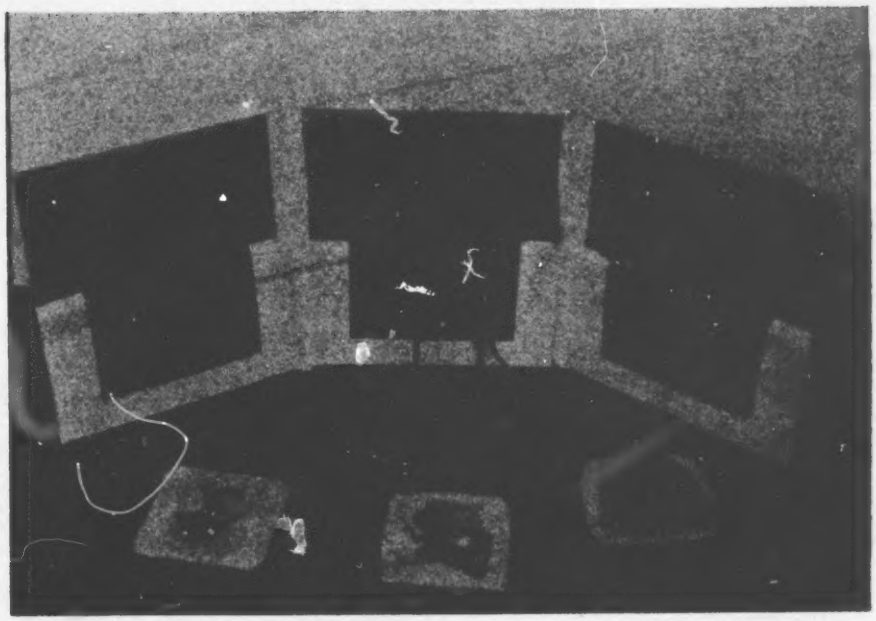
Poster board, yarn, 3 brads, masking tape, several sheets of acetate and three part comic strips ("Charmers" found in the Sunday Tampa Tribune is a very good strip to use).

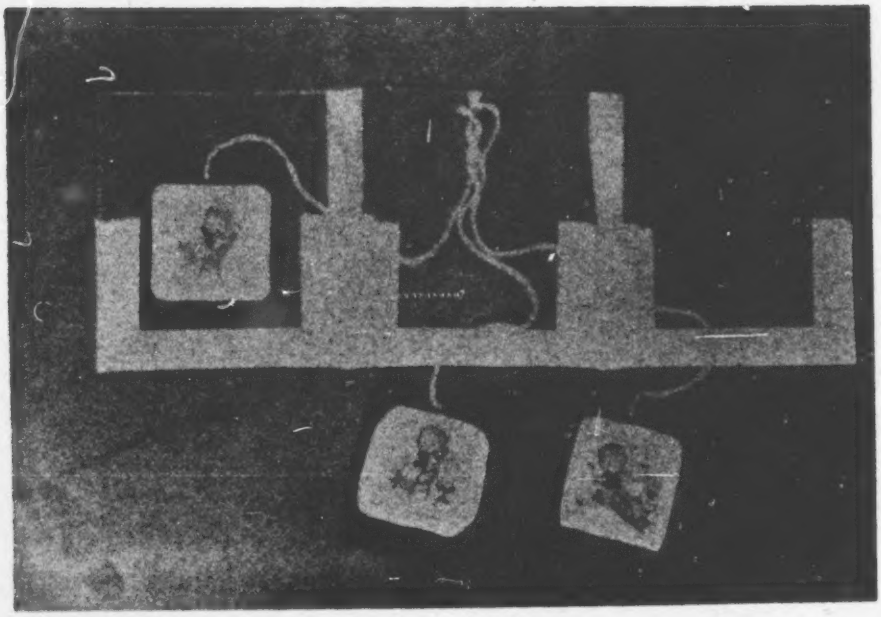
Directions for making:

Cut twelve pieces of poster board 7" X 8". Attach acetate pockets to the front of each board. Tape each set of three boards together so they may be folded accordion style. On the middle card of each set attach a brad at the top. Tie three foot and a 1/2 lengths of yarn to the brad. Attach the three related pictures to the opposite ends of the yarn. (the pictures are pasted on 4" X 5" pieces of poster board and then laminated)

Procedures for use:

The student looks at the picture cards and then places the cards in the pockets in order of sequence.





NAME: ALBERT'S ALPHABET ANSWERS

This game was found effective in a class of:

Elementary EMR Students

It was contributed by:

Marion Page, East Marion Elementary, Marion County

Objectives:

To reinforce letter recognition or letter sounds.

Materials needed:

One piece of white poster board, black, green, red, purple, orange and yellow magic markers, one 1/4 inch flat head washer, one plastic fastener, one brad, a marker for each player.

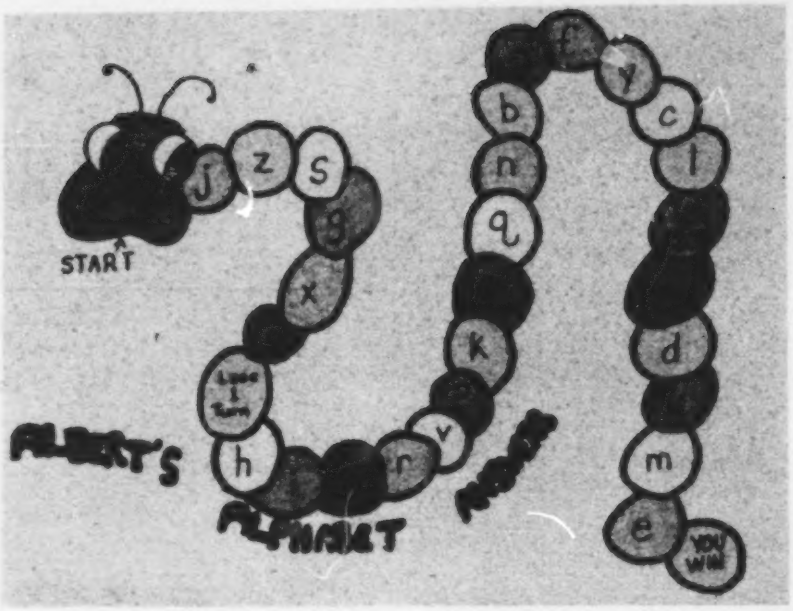
Directions for making:

Draw Albert the worm (20 1/2" X 14"), color the segments of his body randomly either green, red, purple, orange or yellow; outline in black.

Make a color wheel spinner out of poster board (6" in diameter). Divide the board into five pie shaped sections. Color the sections green, red, purple, orange and yellow. Punch a hole in the center of the board; attach the spinner (washer, plastic fastener and brad).

Procedures for use:

Players spin for a color and advance to the first segment that color on the game board. The player must either identify the letter or give the sound of the letter he lands on (whichever skill the teacher is working on). If he misses he must go back to "start". The first one to reach the end of Albert is the winner.



42

NAME: NUTRITION BINGO

This game was found effective in a class of:

Middle School EMR Students

It was contributed by:

Myrna Triplett, North Marion Middle School, Marion County

Objectives:

Given an open ended sentence on nutrition facts the student will scan his bingo card for the correct answer.

Materials needed:

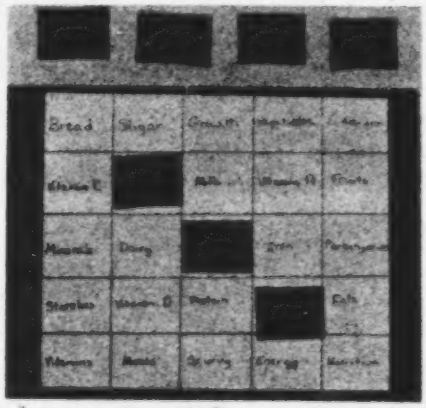
Construction paper (9" X 12"), plain white paper (8 1/2" X 10"), and felt tip markers.

Directions for making:

Make as many individual bingo cards as you may need for your own particular class. Glue the white paper to the construction paper. Mark off a 5 by 5 grid on each sheet of white paper. On each card print the word "free" in the 2nd space in the 2nd row and 2nd column, the 3rd space in the 3rd row and 3rd column, and the 4th space in the 4th row and 4th column. In the remaining twenty-two spaces print one of the words found on the attached question and answer sheet. Arrange the order of the words differently for each card. Also, make enough cover cards (approximately 1 1/2" X 2") out of construction paper for your class. Laminate the bingo cards, cover cards and question and answer sheet for durability.

Procedures for use:

Each student has his own bingo card and cover cards. At the beginning each student should cover his free spaces. The teacher tells the students what column, row, diagonal, or letter they are trying to complete. Or perhaps she wants the entire card filled. The teacher calls out the question--the student searches his card for the correct answer and covers it.



NUTRITION BINGO

1. A Vitamin that guards against infection.	Vitamin A
2. Breads and Potatoes are _____.	Starches
3. The carbohydrate food group.	Bread
4. The disease caused by not getting Vitamin C.	Scurvy
5. The mineral in milk.	Calcium
6. What protein does for your body.	Growth
7. The Vitamin in Citrus fruits that keep you from getting Scurvy.	Vitamin C
8. Starches and Sugars are 2 kinds of _____.	Carbohydrates
9. Meats give your body _____.	Proteins
10. Milk and things made from milk.	Dairy.
11. The Dairy product food group.	Milk
12. Apples, Oranges, Grapes and Bananas.	Fruit
13. The protein food group.	Meats
14. Sweet things that give us fast energy.	Sugar
15. Grease and butter, give us energy.	Fats
16. Sunlight helps our body make its own _____.	Vitamin D
17. A mineral in lettuce and liver good for your blood.	Iron
18. What food does for your body.	Nutrition
19. The food group that gives us Vitamins	Vegetables
20. Iron and calcium are 2 _____.	Minerals
21. Carbohydrates give us _____.	Energy
22. Vegetables give us _____.	Vitamins

44

NAME: WHICH TIE?

This activity was found effective in a class of:

Elementary EMR Students

It was contributed by:

Patty Davis, Oakcrest Elementary, Marion County

Objectives:

The student will be able to recognize t' ordinal numbers, first through ninth and put them in the correct sequence.

Materials needed:

Construction paper (an assortment of colors), crayons or magic markers, and thumb tacks (optional).

Directions for making:

Make nine little boys heads and nine ties to be placed on each boy's neck. Write the ordinal numbers first through ninth on the ties. Laminate the parts of the game for durability.

Procedures for use:

Place the boys on the floor or pinned to a bulletin board in a row from one to nine. The student will take a tie labeled sixth and place or pin the tie on the sixth boy. It is a good idea to have a chart with the correct sequence next to this activity for self-evaluation and check.

fitr

NAME: CLOWN HATS

This game was found effective in a class of:

Elementary EMR Students

It was contributed by:

Patty Davis, Oakcrest Elementary, Marion County

Objectives:

The student will be able to recognize the ordinal numbers first through tenth and place in the correct sequence. The student will be able to recognize different expressions and tell the emotions involved.

Materials needed:

Construction paper (an assortment of colors), crayons or magic markers, and thumb tacks (optional).

Directions for making:

Make ten clown faces; put a different expression on each clown's face. Make ten clown hats and write the ordinal numbers on them from first to tenth. Laminate the faces and hats for durability.

Procedures for use:

Put the clown faces in a row on the floor or pinned to a bulletin board. Have the student put the hats on the correct clown's head. For example: the clown's hat labeled sixth to the corresponding clown face. As an added lesson the teacher can say for example: "See the clown that is puzzled. What number is he?" It is a good idea to have a chart with the correct sequence next to this activity for self-evaluation and check.

48

NAME: TRICK OR TREAT

This game was found effective in a class of:

Elementary EMR Students

It was contributed by:

Minda Hanscomb, Fessenden Elementary, Marion County

Objectives:

To give the student practice following directions and also to review some basic skills.

Materials needed:

Construction paper, poster board, felt tip markers, one brad, one 1/4 inch flat washer and one plastic fastener (they come with some plastic trash bags). Also, some kind of treat: candy, sitting by the teacher at lunch, playing a particular game, etc.

Directions for making:

First you need to make the spinner. Cut one circle (approximately 9" in diameter) out of poster board. Divide and mark off this circle into eight equal pie-shaped sections. Punch an opening in the center of the circle with the brad. Take the brad out of the hole. Put the brad through the slit of the plastic fastener, then through the metal washer, and finally back through the slit in the circle. Write at the top of each pie-shaped section either trick or treat. Next, you need to make the tricks. Make about fifteen ghost shapes, draw the eyes with a black felt tip marker, and print a direction on each shape. Here are some suggestions for directions:

1. Put an eraser on your head.
2. Touch five chairs in the room.
3. Count to ten.
4. Count the desks in the room.
5. Say the ABC's.
6. Write your name on the blackboard.
7. Stand on a chair.
8. Touch three black cats in the room.
9. Go to the calendar and say "Today is _____."
10. Draw a ◯, △, and □ on the blackboard.
11. Touch four pumpkins in the room.

Laminate the ghost shapes and spinner for durability.

Procedures for use:

This is a fun activity to play during the time preceding Halloween; and it can be a good quick review and check for the teacher to see how well her students have learned the skills she has been trying to teach for the first two months of school. Each student takes a turn with the spinner -- if he spins a trick he should draw one of the ghost shapes and follow the directions either read by the student or teacher; if the student spins a treat, he gets whatever treat the teacher gives or maybe he'll even be able to choose his own.

Stand on a chair
Touch 5 things in the room
Say the ABCs
Draw a O, △ and □ on the blackboard
Write your name on the blackboard
Count the desks in the room
Count to 10

50

NAME: ROLL A VOWEL

This game was found effective in a class of:

Elementary and Middle School SLD Students

It was contributed by:

Peg Williams, South Ocala Elementary, Marion County

Objectives:

The student will develop skills in the use of long or short vowel words.

Materials needed:

Five blocks (1 or 2 inch plain plastic or wood cubes), a felt-tip marker, and paper and pencil to keep score on.

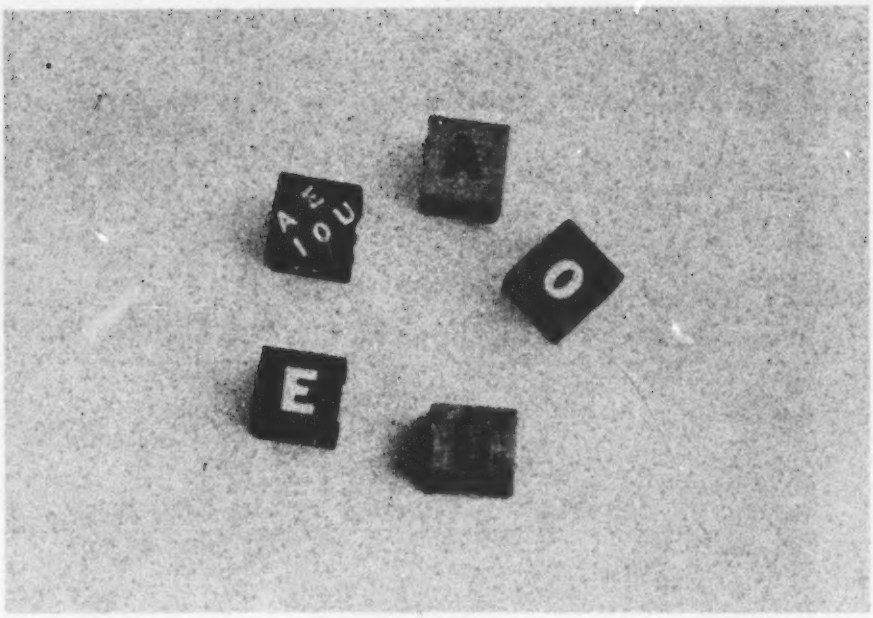
Directions for making:

On each of the five blocks print the following vowels and numbers (one on each of the six sides):

a 1
e 2
i 3
o 4
u 5
a-e-i-o-u 6

Procedures for use:

1. Each player (two-six players) rolls five blocks on the floor or table and gives a word for the vowels that are facing upward.
2. Player names vowel in word and tells if the vowel is long or short.
3. If one of the blocks stopped on the side with all vowels, he could say hat, egg, ink, slow, and tub ... he would get 6 points for that block if words and vowels are correct. The number on each block determines the number of points the student receives if he answers correctly.
4. After each player rolls the blocks and gives his answers, the scores are added. The first player to reach one hundred points wins the game.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NAME: ALPHA ROULETTE

This game was found effective in a class of:

Upper Elementary and Middle School SLD Students

It was contributed by:

Peg Williams, South Ocala Elementary, Marion County

Objectives:

The student gets practice in spelling and in dictionary usage.

Materials needed:

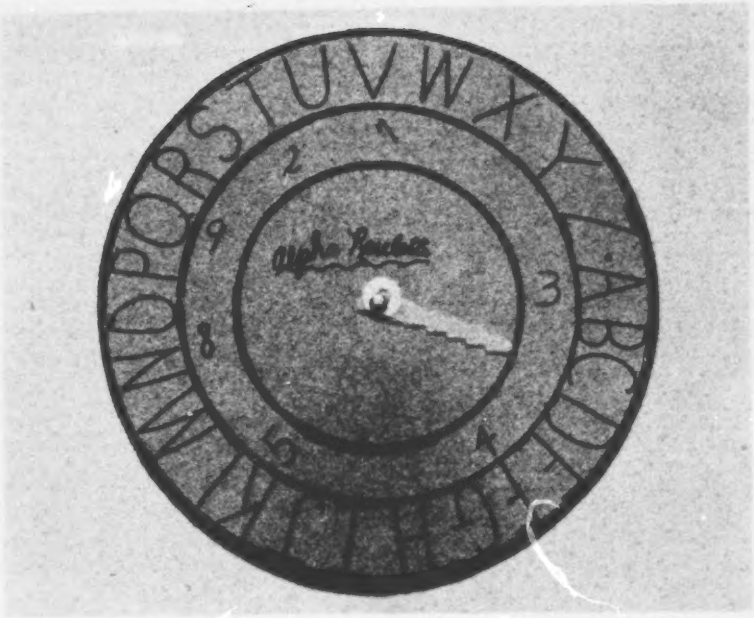
One pair of dice, poster board, black felt tip marker, one 1/4 inch flat washer, one brad, and one plastic fastener (these come with some brands of the plastic trash bags). You will also need one dictionary per student, pencils, and paper.

Directions for making:

The alpha roulette board is a poster board circle approximately 10 inches in diameter. Attach a pointer to the center of the board using the flat washer, plastic fasteners, and brad (in that order). Print the upper case letters of the alphabet equally spaced along the edge of the board. If you'd rather not use dice, draw a circle inside the board (6 1/2" in diameter) and equally space the numbers around the board. These numbers represent the length of the word the student will need to find.

Procedures for use:

1. Divide class into two teams or students can compete individually. First one with a correct answer earns one point.
2. Throw dice and add the number of dots, or spin the pointer for a number in the inner circle of the alpha-roulette board to determine the length that the word must be. (example, if you throw a two and a three or if you spin a five, the word must be five letters long).
3. Spin the pointer on the alpha-roulette board. Wherever the pointer stops, the word must begin with that letter. The dictionary may be used to help find words. Once a word is used, it may not be repeated.



54

NAME: JOB APPLICATION BINGO

This game was found effective in a class of:

Middle School EMR Students

It was contributed by:

Myrna Triplett, North Marion Middle School, Marion County

Objectives:

Given an open-ended sentence involving common questions found on job application forms and many other forms, the student will scan his bingo card for the correct answer.

Materials needed:

Construction paper (9" X 12"), plain white paper (8 1/2" X 10"), and felt tip markers.

Directions for making:

Make as many individual bingo cards as you may need for your own particular class. Glue the white paper to the construction paper. Mark off a 5 by 5 grid on each sheet of white paper. On each card print the word "free" in the 2nd space in the 2nd row and 2nd column, the 3rd space in the 3rd row and 3rd column, and the 4th space in the 4th row and 4th column. In the remaining twenty-two spaces print one of the words found on the attached clue sheet. Arrange the order of the words differently for each card. Also make enough cover cards (approximately 1 1/2" X 2") out of construction paper for your class. Laminate the bingo cards, cover cards, and clue sheet for durability.

Procedures for use:

Each student has his own bingo card and cover cards. At the beginning each student should cover his free spaces. The teacher tells the students what column, row, diagonal, or letter they are trying to complete. Or perhaps she wants the entire card filled. The teacher calls out the question--the student searches his card for the correct answer and covers it.

free	health	mailing address	references	marital status
height	citizen	experience	guardian	sex
duties	social security number	free	single	present address
middle initial	salary	age	birthdate	occupation
elementary school	permanent address	date	weight	free

CLUE SHEET

1. What the job pays. (salary)
2. The first letter of your middle name. (middle initial).
3. The day you were born. (birthdate)
4. How old are you? (age)
5. A person born in the country. (citizen)
6. A number given to you by the government, that saves money for you till you are old. (social security number)
7. Where you went to school in the 1st, 2nd, 3rd, 4th, and 5th grade. (Elementary School)
8. How tall you are. (height)
9. Jobs you've had before. (experience)
10. How you feel, what condition your body is in. (health)
11. The place you get your mail at. (mailing address)
12. Not married. (single)
13. The number of today, the month, and year. (date)
14. How heavy you are. (weight)
15. People who know you and will say you are a good worker. (references)
16. The kind of work you do. (occupation)
17. Whether you are married, divorced or single. (marital status)
18. Your parents' address or where you can be reached. (permanent address)
19. Someone who takes care of you, not your parents. (gaardian)
20. Whether you are male or female. (sex)
21. Where you stay. (present address)
22. What you should do for a job. (duties)

56

NAME: ALPHABET SOUNDS

This activity was found effective in a class of:

Elementary EMR Students

It was contributed by:

Minda Hanscomb, Fessenden Elementary, Marion County

Objective:

The student will be able to sort through a series of pictures to determine whether or not the representation is of a word that begins with a particular letter and sound.

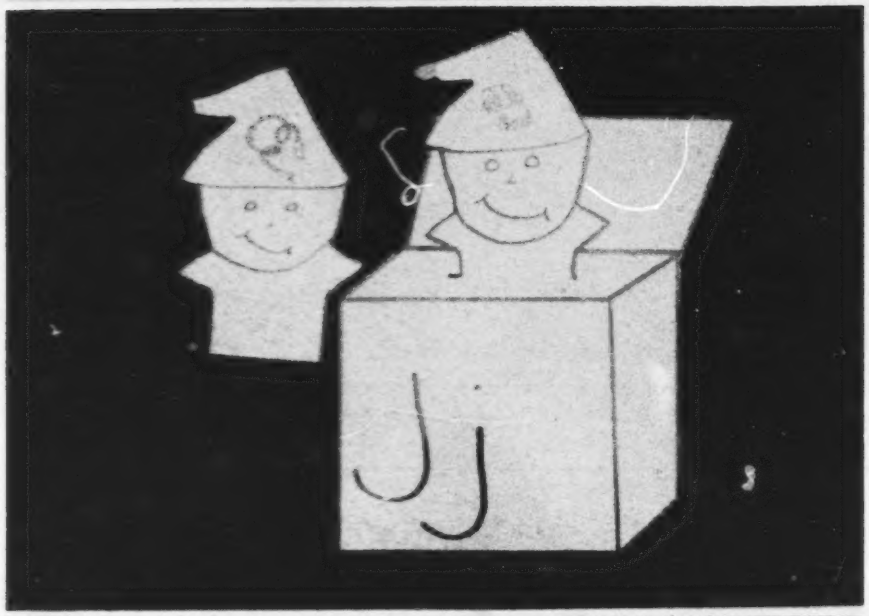
Materials needed:

Poster board (assorted colors), felt tip markers, and manila envelopes.

Directions for making:

Using the various appropriate colors of poster board draw and cut out a seal (13 1/2" high), a jack-in-the-box (13" high), a cup sitting in a saucer (11" high), a vase (9 3/4" high), a little Indian boy's head (10 1/2" high), a lion (19 1/2" high) and a turtle (20" long). Draw in the facial features, and parts of the body needed for the animals and also the lines, etc. on the inanimate objects to make them a good representation. Print the upper case and lower case S somewhere on the seal. Cut a 1 1/2" X 1/8" slit between the seal's nose and mouth. Print the lower case and upper case j on the front of the jack-in-the-box and make a 4" X 1/8" slit in the area where the puppet would jump out. Print the lower case and upper case c on the cup and make a 2" X 1/8" slit in the middle of the top of the cup. Print the lower case and upper case v on the vase and make five 1" X 1/8" slits in the opening at the top of the vase for the flowers. Print the lower case and upper case i on the Indian boy's head. Around his head should be a headband. In this headband make seven 1" X 1/8" slits. Print the upper and lower case l on the lion and cut out his mouth which should be about 2 1/2" X 1/4". Print the upper and lower case t on the turtle (don't make any slits on the turtle). Now, you need to make about ten each of the following out of poster board: 1) Balloons for the seal to balance on his nose. Make some of these balloons with a point on the bottom and some with a square tip larger than the slit on the seal. This makes the cards self-correcting. 2) Puppets or clowns (only half of the body) for the jack-in-the-box. Make a few puppets too large to fit the slit in the box. 3) Spoons to stir the coffee in the cup. 4) Flowers with long stems for the openings in the top of the vase. 5) Feathers for the Indian's headdress. 6) Tongues for the lion's mouth. 7) Finally make some different shaped blotches for the turtle's shell. Don't have any pieces too similar in shape. Trace around the outlines of most of these pieces onto the turtle's shell making his shell a puzzle. For the puppets, spoons, flowers, feathers

Ss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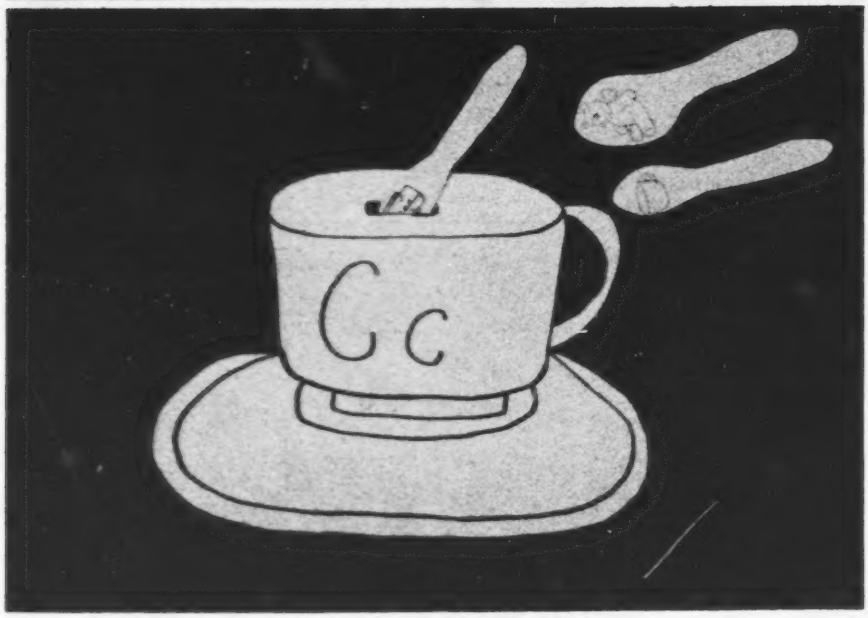
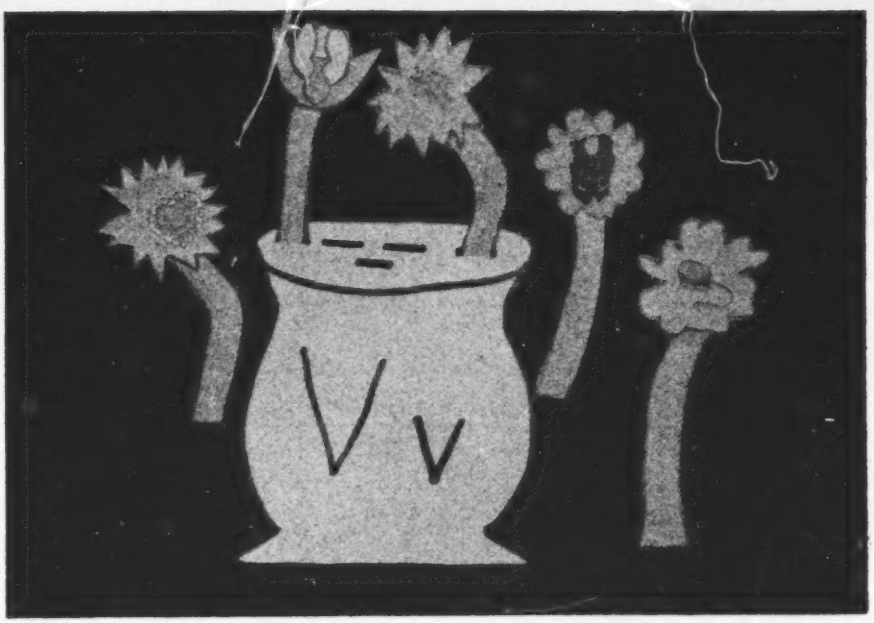

Cc

and tongues, make a couple in each set too large for the slit or slits. The next step is to draw or paste pictures on all of these pieces you just finished making. The majority of pictures for each set should begin with the correct letter--these pictures go on the ones that will fit in the slits (for the turtle the pieces that are outlined on the turtle's shell). Draw or paste pictures that do not begin with the correct letter on the pieces that will not fit in the slits. Tape the manila envelopes on the backs of the cup, lion, and the jack-in-the-box in a position where they will catch the spoons, the tongues, and the puppets. On the other animals and objects the envelopes on the back are just for storing the pieces not in use. Laminate all these pieces for durability.

Procedures for use:

The student will go through the set of pictures for the letter he is working on and say the word represented. If the word begins with the correct letter he should put the piece in the slit (or try to match the puzzle pieces to their outlines on the turtle's shell). If the student makes an incorrect choice he will catch himself because the piece won't fit the slit or won't have a matching outline on the turtle's shell.



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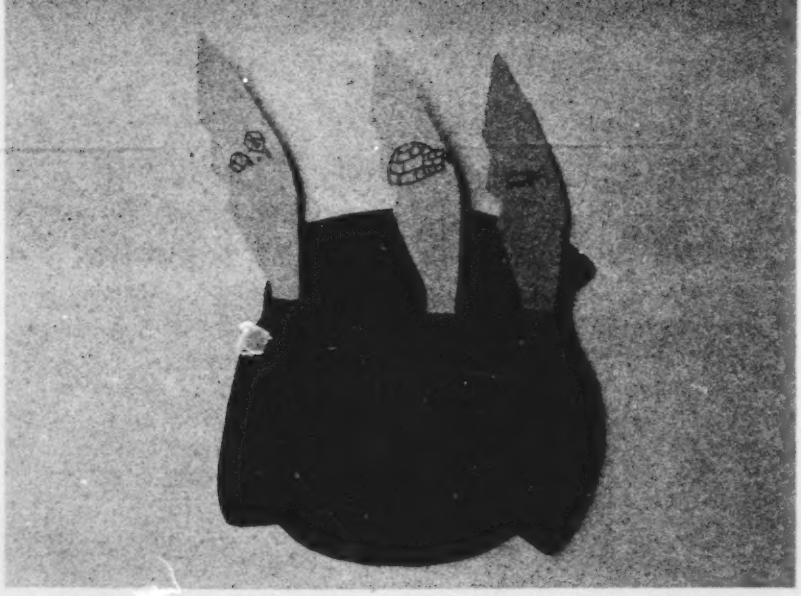
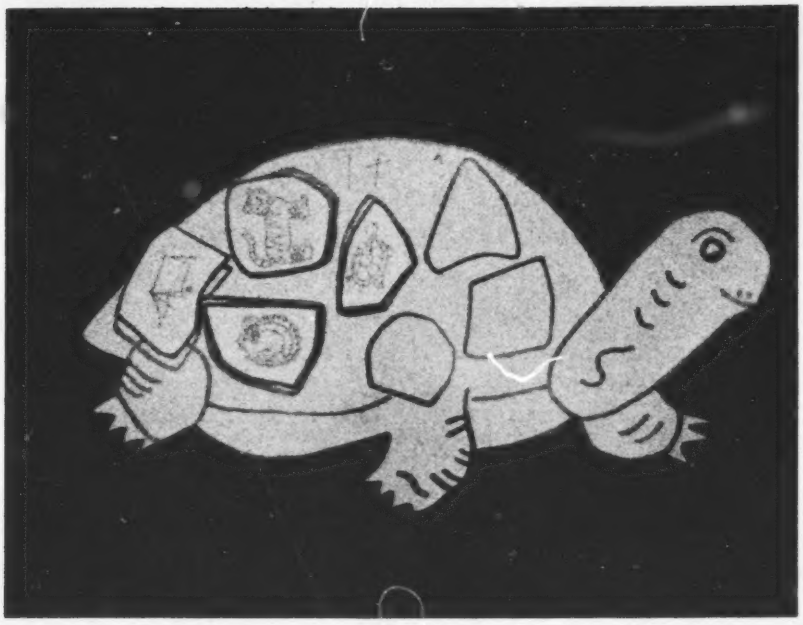




60

NAME: LANGUAGE MASTER - FOLLOWING DIRECTIONS KIT A

This game was found effective in a class of:

TMR students with speech deficiencies

It was contributed by:

Joyce Mills, Hillcrest TMR School, Marion County

Objectives:

To teach colors and recognition of shapes and numbers. To teach the concepts right, left, middle, inside, outside, top, bottom, etc.

Materials needed:

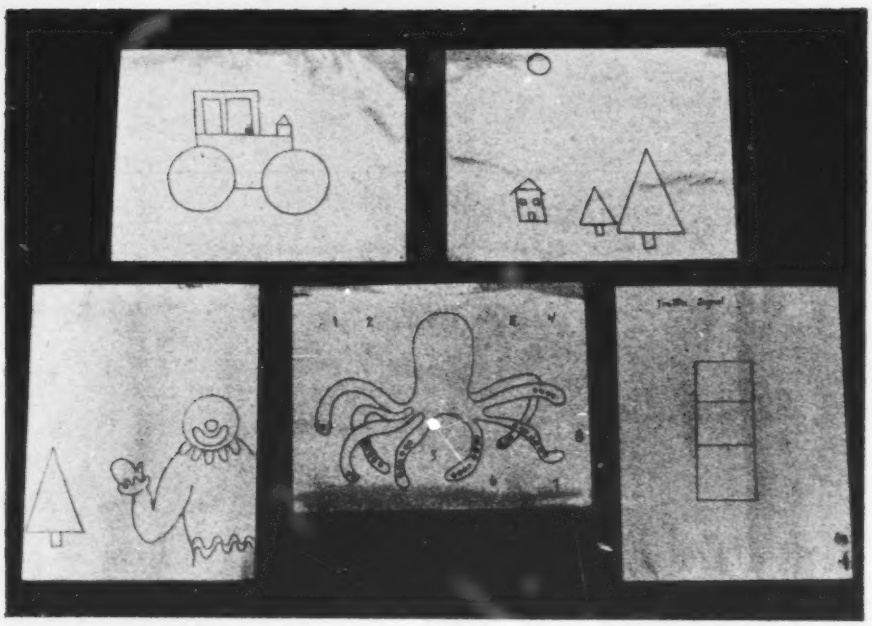
Fifty-three language master cards, spirit masters (or transparencies or each worksheet laminated), pencils and crayons.

Directions for making:

Run spirit masters or transparencies from the master copies or laminate the master copies.

Procedures for use:

Student listens to directions on language master card and follows these directions on his worksheet (involves drawing and coloring).



OCTOPUS

A. 1. Draw two small circles inside the head of the octopus.

2. Draw a circle around each number at the top of the page.

3. Draw a circle around each number at the bottom of the page.

4. Draw a line from the numbered circle to the arm of the octopus with the same number of dots.

B. 1. Color number 1 circle orange.

2. Color number 2 circle blue.

3. Color number 3 circle red.

4. Color number 4 circle green.

5. Color number 5 circle black.

6. Color number 6 circle yellow.

7. Color number 7 circle purple.

8. Color number 8 circle brown.

TRAFFIC SIGNAL

1. Draw a triangle on top of the long rectangle.

2. Draw a circle in the top part of the rectangle.

3. Draw a circle in the middle part of the rectangle.

4. Draw a circle in the bottom part of the rectangle.

5. Color the top circle red.

6. Color the middle circle yellow.

7. Color the bottom circle green.

8. Color the rest black to complete your traffic signal.

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TRAIN

A. 1. Color the big circles green.

2. Color the rectangles yellow.

3. Color the square blue.

4. Color the triangle orange.

5. Color the remainder red.

B. 1. Draw a small circle inside each big circle.

2. Draw a long line under the big circles.

3. Draw a man inside the big rectangle-shaped window.

4. Draw a bell inside the small rectangle-shaped window.

5. Draw a tree in front of the train.

HOUSE AND TREES

A. 1. Color the two bigger triangles green.

2. Color the smallest triangle red.

3. Color the circle yellow.

4. Color the squares blue.

5. Color all of the rectangles orange.

B. 1. Draw a bird on the triangles.

2. Draw a cloud next to the circle.

3. Draw a mountain behind the house.

4. Draw a road in front of the house and the triangles.

5. Draw a dog under a triangle.

CLOWN

A.
1. Draw two small circles inside the big circle.
2. Draw a hat on the clown.
3. Draw three circles at the top of the page.
4. Draw a line from each circle to the clown's hand.
5. Draw a small triangle next to the big triangle.
6. Draw a rectangle under the small triangle.

B.
1. Color the triangles green.
2. Color the middle circle yellow.
3. Color the circle on the left purple.
4. Color the circle on the right blue.
5. Color the clown's hat and suit red.
6. Color the clown's eyes brown.
7. Color the clown's mouth orange.